

**INCREASING VOCABULARY MASTERY BY USING  
SEMANTIC MAPPING FOR THE SECOND YEAR  
STUDENTS OF SMPN 6 SUB DISTRICT PERHENTIAN RAJA  
KAMPAR REGENCY**



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PEKANBARU  
1434 H/2012 M**

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A Thesis

Submitted to Fulfill One of The Requirements

For Bachelor Degree in English Education

(S.Pd.)



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## **ABSTRAK**

**Zamroni (2010) : Meningkatkan Penguasaan Kosakata dengan Menggunakan Metoda Semantic Mapping pada Siswa Tahun Kedua SMP N 6 Perhentian Raja Kabupaten Kampar**

Penelitian ini adalah penelitian tindakan kelas. Dasar persepsi, pada siswa kelas VII SMP ini adalah menemukan beberapa gejala atau fenomena dalam proses belajar mengajar, khususnya pada subjek bahasa Inggris ada beberapa siswa tidak dapat menemukan arti dari kata-kata dengan benar, beberapa siswa tidak mampu membedakan antara kata benda, kata kerja dan kata sifat, beberapa siswa tidak mampu menerjemahkan kata Inggris ke Indonesia dan beberapa siswa tidak dapat menemukan sinonim atau antonim dari kata tersebut.

Untuk meningkatkan dominasi penguasaan kosa kata subjek bahasa Inggris tersebut, maka penulis menerapkan strategi studi pemetaan semantik untuk siswa tahun kedua SMP Negeri 6 Kecamatan Perhentian Raja Kabupaten Kampar.

Penelitian ini dilakukan dalam dua siklus, data yang diuraikan adalah kosakata dominasi, yaitu sebelum tindakan, pada siklus I dan siklus II, setiap siklus dilakukan dalam dua kali pertemuan. Dalam rangka penelitian tindakan kelas berhasil dengan baik tanpa ada hambatan yang mengganggu kelancaran langkah penelitian peneliti, dikompilasi yang lewat dalam penelitian tindakan kelas, yaitu : 1) perencanaan / tindakan persiapan, 2) tindakan eksekusi, 3) observasi, dan refleksi.

Berdasarkan hasil penelitian, maka dapat diketahui bahwa dominasi penguasaan kosakata sebelum tindakan hanya mencapai 59,0% dengan persentase kategori "Sedang" karena pada rentang 50-69%. Pada siklus I saya tingkat dengan persentase 68,1% dalam kategori "Sedang" karena pada rentang 450-69%. Sedangkan pada Siklus II dominasi tingkat kosakata siswa dengan cukup baik dengan persentase 82,8% dengan kategori "Tinggi/Baik" karena pada rentang 70-89%.

Dari hasil tersebut, hipotesis penelitian yaitu dengan penerapan strategi semantic mapping kemampuan kosakata bahasa Inggris murid pada mata pelajaran Bahasa Inggris kelas VIIA SMPN 06 Perhentian Raja Kabupaten Kampar meningkat” dapat diterima.

## CONTENTS

	Page
SUPERVISOR APPROVAL	
EXAMINER APPROVAL	
ABSTRACT	
ACKNOWLEDGMENT .....	i
LIST OF CONTENTS .....	iii
LIST OF TABLES .....	v
LIST OF HISTOGRAM .....	vi

### CHAPTER I INTRODUCTION

A. Background of the Problem .....	1
B. Defenition of the Terms .....	3
C. The Problems .....	4
1. Identification of the Problems .....	4
2. Limitation of the Problem .....	5
3. Formulation of the Problem .....	5
D. Purposes of the Research.....	5
E. Significance of the Research .....	6

### CHAPTER II THEORETICAL FRAMEWORK

A. Vocabulary.....	8
1. The Nature of Vocabulary .....	8
2. Children and Adolescent Vocabulary Development .....	10
3. Vocabulary Mastery .....	12
B. Semantic Mapping .....	13
1. The Nature of Semantic Mapping .....	13
2. The Kinds of Semantic Mapping .....	15
3. Semantic Mapping Strategy .....	16
C. Learning Vocabulary Mastery Using Semantic Mapping.....	18
D. The Relevant Research .....	19
E. Hypothesis .....	20

### **CHAPTER III RESEARCH METHODOLOGY**

A. Setting of the Research.....	21
B. Subject of the Research .....	24
C. Source of the Data .....	24
D. Technique and Instruments of the Data Collection .....	25

### **CHAPTER IV RESEARCH RESULT AND DISCUSSION**

A. Description of Setting Research .....	27
B. Research Result .....	33
C. Discussion .....	60
D. Hypothesis Testing .....	65

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	66
B. Suggestions.....	67

### **BIBLIOGRAPHY**

## LIST OF HISTOGRAM

Picture 1.	Histogram of English Language Vocabulary Improvement Per Indicator at Before Action .....	34
Picture 2.	Histogram of English Language Vocabulary Improvement Per Indicator at Cycle I .....	46
Picture 3.	Ability Histogram Converses English Language Every Indicator at Cycle II .....	59
Picture 4.	Ability Histogram Converses English Language Every Indicator at before Action, Cycle I And II .....	63
Picture 5.	Ability Histogram Converses English Language Individu Student before Action, Cycle I And Cycle II.....	64

## LIST OF TABLE

Table III.1	Situation of Teacher SMPN 06 Perhentian Raja.....	29
Table III.2	Situation of Student SMPN 06 Sub Districts Perhentian Raja Kampar Regency .....	32
Table IV.3	Facilities and Basic Facilities Situation SMPN 06 Sub Districts Perhentian Raja Kampar Regency .....	32
Table IV.4	Result Test Result Learns Before Action .....	33
Table IV.5	Activity at First Meeting of the First Cycle .....	37
Table IV.6	Activity at Second Meeting of the First Cycle.....	39
Table IV.7	Student Activity at Cycle I First Meeting .....	41
Table IV.8	Student Activity at Cycle II Second Meeting .....	43
Table IV.9	Tes Result Learns Student at Cycle I.....	43
Table IV.10	Teacher Activity at Cycle II Both Meeting .....	50
Table IV.11	Result of Teacher Activity Observation at Meeting Both Cycle II.....	52
Table IV.12	Student Activity at Cycle II First Meeting.....	54
Table IV.13	Student Activity at Cycle II Second Meeting .....	56
Table IV.14	Tes English Language Vocabulary Student at Cycle II .....	





# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In learning English, vocabulary mastery is very crucial and important because it makes the students understand and comprehend what they do and what they talk. In other hand, vocabulary mastery makes the students are able to develop their knowledge and get more information scientifically. It is one of the important elements in learning English. It is used to understand forms, phrases, and sentences to convey the meaning of the words in text. Vocabulary mastery is very crucial in comprehending the spoken and written language.<sup>1</sup>

Based on the writer experience in teaching english at the scond year students of SMPN 6 Perhentian Raja, the witer finds that ther are many problems faced by the sudents in learning English especially in mastering vocabulary. Vocabulary mastery is one of important components in understanding a text, conversation, or written in English. Without vocabulary mastery, the students cannot achieve the purpose.

As long as the writer teaches in the school, the writer uses conventional way in teaching vocabularies such a memorizing way in which the writer writes new vocabularies in white board or gives the students piece of new vocabularies list then asks them to memorize the vocabularies. At last, the writer orders the students to show their vocabulary mastery in front of the class one by one.

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<sup>1</sup> Kasihani K. E. suyanto, *Engllish for Young Learners*. Bumi Aksara. 2007, 47

Surprisingly, there are many students who are not able to show their vocabulary mastery.

Pertaining to the facts above, the writer feels worry if the students' vocabulary mastery is not overcome, they will get problems in the some cases such as; they will not be able to understand the text, to share their ideas or opinion in English, to write in English, and they are not able to responds what the people instruction. Finally, they will fail in final examination because they are not able to receive KKM-65- that is specified. Furthermore, the students' problem in vocabulary mastery can be seen from phenomena below:

1. Some of the students are not able to find the meaning of the words correctly.
2. Some of the students are not able to differ among noun, verb, and adjective.
3. Some of the students are not able to translate the English words into Indonesia.
4. Some of the students are not able to findonyms or antonyms of the word.

Based on the phenomena above, the writer will try to overcome the students' problems in mastering vocabulary by using semantic mapping. According to Antonnaci, semantic mapping is a visual representation of knowledge, a picture of conceptual relationship.<sup>2</sup> According to Antonnaci's opinion, semantic mapping can be as a visual representation of knowledge.

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<sup>2</sup> Antonnaci . *The-Effect-of-Using- Semantic Mapping-in Rereading-Activity-on-Students-Reading-Comprehension* in <http://www.scribd.com/doc/12362382/>. 1991, p. 174

Semantic mapping can be divided into some strategies such as word mapping, concept mapping, and story mapping. In this research, the writer uses word mapping to increase students' vocabulary mastery. Semantic mapping has been shown to be a beneficial learning/teaching technique for native speakers of English at all grade levels in regular and remedial classrooms as well as for those who are learning-disabled.

Based on writer observation in SMP N 6 Perhentian Raja especially at the second year students, the writer finds that some of the students lack vocabularies so they cannot catch the teacher instruction, and they are not able to do assignment even though the assignments are easy. As result, the students always get low scores even failed in final examination. These conditions are caused by several factors such as environment, teacher, and the students itself.

Based on explanation above, the writer is interested in doing a research entitled *“Increasing Vocabulary Mastery by Using Semantic Mapping for the Second Year Students of SMPN 06 Perhentian Raja”*.

## **B. Definition of the Terms**

1. Semantic mapping. According to Antonnaci, semantic mapping is a visual representation of knowledge, a picture of conceptual relationship.<sup>3</sup> It means that semantic mapping can be as a visual representation of knowledge. There are several strategies of the semantic mapping such as

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<sup>3</sup> *Ibid* . p. 174

word mapping, concept mapping, and story mapping. In this research, the writer uses word mapping to increase students' vocabulary mastery.

2. Increase. According to Manser, increase means become or make greater in number or quantity.<sup>4</sup> In this research, increase means to reach English vocabulary especially noun and verb.
3. Vocabulary. According to Richard, et. al, vocabulary is a set of lexemes, including single words, compound words, and idioms.<sup>5</sup> Suyanto states, vocabulary is a total number of words that is owned by a language and it will give meaning if we use the language.<sup>6</sup> In this research, the writer will focuses on noun and verb only.

## C. The Problems

### 1. Identification of the Problems

Based on the background of the problem above, the problems can be indentified as follows :

- a. The process of teaching and learning process in the classroom is still monotonous
- b. The strategies in teaching vocabulary mastery is convensional.
- c. The students' vocabulary mastery is still low.

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<sup>4</sup> Manser. *Oxford Learner's Pocket Dictionary*. Hongkong: Oxford University Press. 1995. p. 213

<sup>5</sup> Richards, et al. *Longman Dictionary of Language Teacging and Applied Linguistics*. Malaysia, VVP.1992. p. 400

<sup>6</sup> Suyanto. *English for Young Learners*. Jakarta: Bumi Aksara. 2007. p. 43

- d. The students are not able to differ among noun, verb, adjective, and adverb.
- e. The students are not able to differ between synonym and antonym of words.

## **2. Limitation of the Problem**

Because of many problems found in this research and to avoid misunderstanding, the writer would like limit the research by using semantic mapping to increase students' vocabulary mastery. Because the vocabulary is very wide, the writer will focus on noun and verb.

## **3. Formulation of the Problem**

Based on the identification of the problem above, the problems are formulated "can the students' vocabulary mastery be increase by using semantic mapping for the second year of SMP N 6 Perhentian Raja ?".

## **D. Purposes of the Research**

- 1. To increase students' vocabulary mastery for the second year students of SMPN 06 Perhentian Raja.
- 2. To find out how good the students' vocabulary mastery by using semantic mapping for the second year students of SMPN 06 Perhentian Raja.

## **E. Significance of the Research**

### **1. For the students**

First, it can motivate students to study vocabulary mastery by using semantic mapping. Through semantic mapping method, they will get an enjoyable situation, they won't feel bored. The students will get a better learning system, they will be able to improve their ability to memorize vocabulary by using semantic mapping method. At last, they can learn vocabulary mastery easily.

The students' vocabulary mastery is increased by using word mapping.

The students can differentiate and master noun and verb easily in using word mapping.

### **2. For the Teacher**

Second, by understanding the result of this study, the teacher can be careful in selecting teaching technique in their class. It is hoped that the result of this study helps teachers to teach vocabulary mastery properly by using semantic mapping method for the second year students of SMPN 06 Perhentian Raja. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary mastery. It also enriches teacher's technique to teach vocabulary so that their problems that faced in classroom can be solved.

Word mapping is new strategy or way in teaching vocabulary mastery.

### 3. For the School

Third, the school can compare the advantages of semantic mapping method to other method in learning English. So the school will be more selective in determining the technique of teaching English. Using semantic mapping method will be used for the school to increase the quality of its out put. Therefore, the school will get good reputation from government or society.

### 4. For other Researcher

Fourth, for other researcher the result of the research is able to use reference to furthermore research in developing teaching vocabulary. It is hoped that the data can open other researchers' mind in completing vocabulary field research. Therefore, for other research will be got a good result related to teaching vocabulary. The data can use to improve other research, particularly the difficulties in mastering vocabulary.

### 5. The result of the action research is expected to be able to give some advantages for the students, the teacher, the school, and other researchers.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Vocabulary

##### 1. The Nature of Vocabulary

In studying language, good first language, second or foreign language, language instruction form a part of language program. Though teach practical at the site take place in integrated, teacher and teacher candidate must comprehend some important concepts relate to the three of language component, especially English component. According to Richard, et. al, vocabulary is a set of lexemes, including single words, compound words, and idioms. <sup>1</sup> In addition, Suyanto states that generally, language components consis of three that are grammar, vocabulary, and pronunciation.

- a. A structure or language rule is pattern and rule that must follow if we will learn a language truly. The at structure or grammar is often used in language study English for this first component. This Component is language framework that must be followed in order to acceptable language.
- b. Vocabulary is set of word owned by a language and give meaning if we use language is referred. English Vocabulary that student in elementary school must study is predicted counted at least 500 words<sup>2</sup>.

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<sup>1</sup> *Loc. Cit.* p. 400

<sup>2</sup> Yandianto. *Kamus Umum Bahasa Indonesia*. Bandung: M2s Bandung. 2001. hal. 284



- c. Pronunciation is way at saying words of a language. Language Utterance sharply differentiated English with system of mother tongue utterance and Indonesian language".<sup>3</sup>

In studying English, vocabulary and grammar play vital importance role. Both of them is two inherent language components one with other. Vocabulary is dominated when someone comprehend in reading, conversation, or article. Without vocabulary, it is impossible for us to reach target<sup>4</sup>.

According to Pora, at least there are two matters that must be owned by someone in learning English properly.

- a. Amount of vocabulary is enough. This Vocabulary can be got from several of sources namely can be got in the form of reading materials or discussion result with friend.
- b. The usage of vocabulary obtained. English students sometimes most often forget this. They sometimes had have a number of vocabularies, nevertheless because they are lazy to use it in many opportunities, so their vocabulary amount that have been lost with useless".<sup>5</sup>

Based on the theories above, it is known that vocabulary is very important in learning language. Ability in controlling vocabulary supports its ability in English. As Suyanto says that at universally, quicker children learn words or vocabulary if supported by means of physic, for example picture or real object.

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<sup>3</sup> *Loc. Cit.* p. 43

<sup>4</sup> Penny ur. 1991. A course in language teaching. Practice and theory. Cambridge University press. Hal.62

<sup>5</sup> Pora.. *Develop Your Vacabulary Grammar and Idiom*. Yogyakarta: Pustaka pelajar. 2007. p. 1

May be one of the reasons if use physic tool is word referred as directly has meaning which given by picture.<sup>6</sup>

## **2. Children and Adolescent Vocabulary Development**

In acquiring a large spoken vocabulary, there are four main areas in which the children must attain competence, regardless of the language or dialect spoken. These are referred to as phonology or sounds, semantics or the encoded meanings, syntax or the way in which words are combined and pragmatics or knowledge of how language is used in different contexts.<sup>7</sup>

. Receptive language, the understanding of others' speech, has a gradual development beginning at about 6 months. However, expressive language, the production of words, moves rapidly after its beginning at about a year of age, with a "vocabulary explosion" of rapid word acquisition occurring in the middle of the second year. This vocabulary expansion is closely linked to the ability to repeat spoken words as they enable the rapid acquisition of skill in their pronunciation. Grammatical rules and word combinations appear at about age two. Mastery of vocabulary and grammar continue gradually through the preschool and school years. Adolescents still have smaller vocabularies than adults and experience more difficulty with constructions likes the passive voice.

Babies from one month old can produce "ooh" sounds that appear to grow out of pleasurable interactions with caregivers in a mutual "dialogue". According to Stern, this process is communication of affect between adult and infant in a

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<sup>6</sup> Loc. Cit. 47

<sup>7</sup> Ratna Susanti. <http://www.bpkpenabur.or.id/files/hal.87-penguasaan-kosa-kata-dan-kemampuan-membaca-bahasa-Inggris.2002.pdf>.hal.3

mutual, rhythmic interaction. The attunement and "gaze-coupling" in which infant and adult take different roles is thought to anticipate the give-and-take of later dialogue.

From about 6 to 9 months babies produce more vowels, some consonants and "echolalia", or the frequent repetition of sounds like "dadadada" which appear to have some phonetic characteristics of later speech. It is thought that a crucial part of the development of speech is the time caregivers spend "guessing" what their infants are trying to communicate thus integrating the child into their social world. The attribution of intentionality to the infant's utterances has been called "shared memory" and forms a complex series of actions, intentions and actions in response in an improvised way.

It has been argued that children's phonological systems develop in ways that are parallel to adult languages, even if they are using unrecognizable "words". First words have the function of naming or labeling but also condense meaning as in "milk" meaning, "I want milk". Vocabulary typically grows from about 20 words at 18 months to around 200 words at 21 months. From around 18 months, the child starts to combine words into two word sentences. Typically, the adult expands it to clarify meaning. By 24–27 months, the child is producing three or four word sentences using a logical, if not strictly correct, syntax. The theory is that children apply a basic set of rules such as adding 's' for plurals or inventing simpler words out of words too complicated to repeat like "choskit" for chocolate biscuit. Following this, there is a rapid appearance of grammatical rules and ordering of sentences. There is often an interest in rhyme, and imaginative play

frequently includes conversations. Children's recorded monologues give insight into the development of the process of organizing information into meaningful units.

By three years, the child is beginning to use complex sentences, including relative clauses, although still perfecting various linguistic systems. By five years of age, the child's use of language is very similar to that of an adult. From the age of about three children can indicate fantasy or make-believe linguistically, produce coherent personal stories and fictional narrative with beginnings and endings. It is argued that children devise narrative as a way of understanding their own experience and as a medium for communicating their meaning to others. The ability to engage in extended discourse emerges over time from regular conversation with adults and peers. For this, the child needs to learn to combine his perspective with that of others and with outside events and learn to use linguistic indicators to show he is doing this. They also learn to adjust their language depending on to which they are speaking. Typically, by the age of about 9 a child can recount other narratives in addition to their own experiences, from the perspectives of the author, the characters in the story and their own views.

### **3. Vocabulary Mastery**

Vocabulary is essential for students in learning English, but they do not have a clear understanding of how to use vocabulary. It is one of the important elements in learning English. It is used to understand forms, phrases, and sentences to convey the meaning of the words in text. The function of vocabulary

is very crucial in comprehending the spoken and written because it is the total number of words that rules for making up a language.

Mastering vocabulary is one of important components in understanding a text, conversation, or written in English. Without mastery vocabulary, the students cannot achieve the purpose. Teacher should help the students in learning new vocabularies. The teacher should use many strategies, methods, and approaches to help students memorize new vocabularies. The teacher should combine the strategies, methods and approaches to make students have fun in memorizing new vocabularies because memorizing words make the students are boring and easy to forget.

## **B. Semantic Mapping**

### **1. The Nature of Semantic Mapping**

Zaid explains semantic mapping has been shown to be a beneficial learning/teaching technique for native speakers of English at all grade levels in regular and remedial classrooms as well as for those who are learning-disabled. He added that students who use semantic mapping manifest considerable improvement in reading comprehension, written expression, and vocabulary development. He suggested some areas of correlation between what a semantic mapping activity does and the principles and objectives of communicative language teaching (CLT). For the students, the map was providing a graphic conceptualization of their randomly given ideas. There are three places in a lesson where semantic mapping may be used as he clarified :

- a. As a pre-assignment strategy to activate students' prior knowledge or to help the teacher in assessing the students' readiness to do the assignment.
- b. As a strategy to allow students to record what they are learning during the assignment.
- c. As a post-assignment strategy to allow them to integrate or synthesize what they have studied".<sup>8</sup>

According to Harvey, et al 2000), semantic mapping strategies are valuable instructional tools. Unlike many tools that just have one purpose, semantic mapping is flexible and endless in application. One common trait found among semantic mapping strategy is that they show the order and completeness of a student's thought process - strengths and weaknesses of understanding become evident. Many semantic maps show different aspects of an issue in close and the big picture, since many semantic maps use short words or phrases, they are ideal for many types of learners, including English Language readers with intermediate proficiency. Tree maps can be used to show classifications, analysis, structures, attributes, examples, and brainstorming".<sup>9</sup>

Estes explained that: semantic mapping is a strategy for graphically representing concepts. Semantic maps portray the schematic relations that compose a concept. It assumes that there are multiple relations between a concept

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<sup>8</sup> Zaid.. *Semantic Mapping in Communicative Language Teaching*. <http://www.k12.nf.ca/fatima/semmap.htm>. 1995

<sup>9</sup> Harvey, et, al . *Strategies That Work*. Markham: Ontario. 2000.

and the knowledge that is associated with the concept. Thus, for any concept there are at least three types of associations:

- a. Associations of class; the order of things the concept falls into
- b. Associations of property; the attributes that define the concept

He continued that the major purpose of the semantic map is to allow students to organize their prior knowledge into these formal relations, and thus to provide themselves a basis for understanding what they are about to read and study. Comprehension can be thought of as the elaboration and refinement of prior knowledge. What the semantic map provides is a graphic structure of that knowledge to be used as the basis for organizing new ideas as they are understood”.<sup>10</sup>

## **2. The Kinds of Semantic Mapping**

Jones states that: semantic mapping is a visual strategy that shows the major ideas of a certain topic and how they are related in. There are several semantic mapping such as word mapping, concept mapping and story mapping.

- a. Word Mapping is an effective method, by which students enhance their understanding of key words by graphically mapping them.
- b. Concept Mapping is a way to organize information about a problem or subject. It is consisted of nodes and labeled lines. Nodes are usually depicted with circles drawn around the term or concept. In addition, the lines between nodes show which concepts are related.

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<sup>10</sup> Estes. *Reading in Content Areas .Strategies for Reading to Learn .Semantic Maps.* USA. University of Virginia. 1999

- c. Story Mapping is a visual representation of the logical sequence of events in a narrative text. The elements of characters, setting, major events, problem, theme, etc".<sup>11</sup>

From opinion above, can be explained that Semantic Mapping is a strategy teaches that can fish student creativity in found or determined dependability was between one topic pass by some related to words topic is referred. With this strategy also, students can develop their ability in thinking. For example, by depicting a hospital, then student can mention any that exist in hospital like, doctor, nurse, and patient. Based on the several kinds of semantic mapping above, the writer only uses word mapping. It is one of the effective methods to increase students' vocabulary mastery.

### **3. Semantic Mapping Strategy**

According to Mori, et. Al, semantic mapping technique is used to motivate and involve students in the thinking, reading, and writing aspects. It enhances vocabulary development by helping students link new information with previous experience. The instructional sequences of semantic mapping are as follows :

#### **Procedures of the Semantic Mapping Strategy**

- 1) The teacher selects a word or concept central to the topic.
- 2) The teacher displays the target word or concept.
- 3) The writer invites the student to generate as many words as possible that relate to the target word

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<sup>11</sup> Jones in <http://www.k12.nf.ca/fatima/semmap.htm>. 2006



- 4) The writer asks to the student write the generated words in categories
- 5) The writer asks to the students to construct a map from the list
- 6) The writer asks to the students to construct a map from the list
- 7) The writer leads the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information.<sup>12</sup>

### **C. Learning Vocabulary Mastery by Using Semantic Mapping**

Vocabulary and grammar play vital importance role. Both of them are two inherent language components one with other. Vocabulary is dominated when someone comprehend in reading, conversation, or article. Without vocabulary, it is impossible for us to reach target. Semantic Mapping is a strategy teaches that can fish student creativity in found or determined dependability was between one topic pass by some related to words topic is referred. With this strategy also, student can develop their ability in thinking. For example, by depict a hospital, then student can mention any that exist in hospital like, doctor, nurse, and patient. Based on the several kinds of semantic mapping above, the writer only uses word mapping. It is one of the effective methods to increase students' vocabulary mastery.

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<sup>12</sup> Mori, et. al. <http://fcit.usf.edu/FCAT/references/strategies/mi8.htm>

Learning vocabulary using semantic mapping can be done by applying the procedure of word map, select a word or concept central to the topic, display the target word or concept, generate as many words as possible that relate to the target word such as investigator, discoverer ...etc, leads discussion about the word map, and asks other students to create similar word maps on the other next lessons. By using this procedure, hoped that it will increase the students' vocabulary mastery.

#### **D. The Relevant Research**

Rusmiati (2005) studied improving vocabulary mastery of the second year students of SMP Negeri 4 Parepare through short story. She found that there was significant difference between the student's vocabulary achievement by using short stories and without short stories which experimental group was greater than control group.

Tuminah (2009) studied Improving Students' Vocabulary Mastery Using Beyond Centers And Circle Time Method. She see can the use of beyond centers and circle time method improve students' vocabulary and what are the strengths and weaknesses of the implementation of BCCT method in improving the students' English vocabulary at Fahimna Kindergarten.

#### **E. Hypothesis**

Based on the theories above, the hypothesis of the research is semantic mapping can increase vocabulary mastery for the second year students of SMPN 6 Perhentian Raja.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Setting of the Research**

This research is Classroom Action Research that is bent on to increase students' vocabulary mastery at the second year of SMP N 06 Perhentian Raja by using semantic mapping (word mapping). The research consists of two variables; the usage of semantic mapping is a variable that influences or variable X, and students' vocabulary mastery is a variable that influenced or variable Y. In the research, it arrests the students say the words, the students complete the sentences, and the students memorize the word of certain topic.

#### **1. Location of the Research**

The research was conducted at the second year students of SMP N 06 Perhentian Raja.

#### **2. Time of the Research**

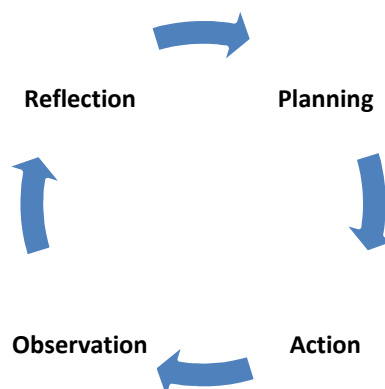
This research was conducted on April - July 2010. The time of this research can be seen from the table below :

**Table III.1**  
**THE TIME OF THE RESEARCH**

No	Activity	April				May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Planning: a. Complete Proposal b. Seminar	v	v	v	v												
2	Doing Action: a. Cycle 1 b. Cycle 2					v	v										
3	Collection and Analysis Data									v	v						
4	Revision and Submit the Research																

### 3. Cycles of the Research

The cycles of this research consist of two cycles, and every cycle consists of plan, action, observe, review, and reflect. The cycle of this research can be seen from the figure below:



## **Cycle I**

### **a. Planning**

In this planning, the steps are as follows:

- 1) The writer makes lesson plan (RPP).
- 2) The writer prepares the material that relate to the topic.
- 3) The writer makes cross-questions.

### **b. Action**

- a) The writer selects a word central to the topic.
- b) The writer displays the target word.
- c) The writer invites the student to generate as many words as possible that relate to the target word.
- d) The writer asks to the student write the generated words in categories.
- e) The writer asks to the student label categories.
- f) The writer asks to the students to construct a map From the list
- g) The writer leads the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information.

### **c. Observation**

In doing the research, the writer also entangle and observer and supervisor.

The duty of the observer is to see teaching activity and to give input during teaching and learning take place. This matter is done to give opinion and

input to teaching and learning process, so that inputs or opinions of observer can be used to improve teaching and learning process at cycle II. Nursalim A.R state that observation is direct perception to an object that will in careful. Observation can be conducted during brief.<sup>1</sup>

#### **d. Reflection**

The result of observation is collected and analyzed. The result of teacher's activities during observation can reflect data and students during teaching and learning take place. Besides, the data will be taken from test. The last, the result is hoped will be to increase students' vocabulary mastery at the second year of SMPN 06 Perhentian Raja.

Yunarko Budi Santosa, S.Pd dan Alviah, S.Pd. tell reflection is notes observation result, evaluation of observation result, analysis of study result, and compile report.<sup>2</sup>

### **B. Subject of the Research**

The subject of this research was all second year students of SMP N 06 Perhentian Raja

### **C. Source of the Data**

Sources of data in this research were the students and the writer

#### **1. Students**

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<sup>1</sup> Nursalim A.R. *Pengantar Kemampuan Berbahasa Indonesia*. Pekanbaru: Lkis Yogyakarta. 2010. hlm. 94

<sup>2</sup> Budi Santosa, Yunarko dan Alviah. *Pengajaran Puisi*. Yogyakarta: Pustaka Pelajaran. 2009. hlm.34

- a. To know the students' activity in learning vocabulary using semantic mapping (word mapping)
- b. To know the students' vocabulary mastery after though by using semantic mapping (word mapping).

## 2. Writer

To know the writer's activity in teaching vocabulary using semantic mapping (word mapping).

## **D. Technique and Instruments of the Data Collection**

### **1. Instrument of Data Collection**

The instruments used in finding the data in this research were observation and test. Observation was used to know both the writer and students' activity in teaching and learning using semantic mapping (word mapping). While, test was used to know the students' vocabulary mastery in term of noun and verb.

### **2. Technique of Data Analysis**

The data of test result was collected by using test. It was used to determine result and action successfulness.

#### **a. Writer's and Students' Activity**

The teacher and students' activities during teaching and learning process using semantic mapping (word Mapping) can be booked by observation with formula :



$$P = \frac{F}{N} \times 100\%$$

Where: *P*: Percentage of Mark

*F*: Frequency of Teacher Activity

*N*: Amount of Activities

76% - 100% = Very High

56% - 75% = High

40% - 55% = Low

0% - 39% = Very Low.<sup>3</sup>

#### **b. Domination of Student Vocabulary**

To know domination of English vocabulary at cycle I and II tests were executed at the end of study. As for aspects that assessed in hand English vocabulary mastery that is saying and spell, dominate grammar, place word, comprehend word the meaning and comprehend a prefix morphology and suffix, whereas span of score for each aspect that is :

- |                                               |                  |
|-----------------------------------------------|------------------|
| (a) saying and spell                          | given score 0-15 |
| (b) dominate grammar                          | given score 0-25 |
| (c) place word                                | given score 0-15 |
| (d) comprehend word meaning                   | given score 0-20 |
| (e) comprehend a morphology prefix and suffix | given score 0-25 |

Criterion of student absorptive based tables following :

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<sup>3</sup> Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Cet. 11, Ed. Revisi IV-Jakarta: PT. Rineka Cipta.1998.hlm.246

**Table III.2**  
**THE STUDENTS' ACTIVITY CATEGORY**

<b>NO</b>	<b>Interval</b>	<b>Category</b>
1	90 - 100	Very Good
2	70 - 89	Good
3	50 - 69	Enough
4	30 - 49	Less
5	0 - 29	Fail

*Source: (KTSP, 2007:367)*

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Description Setting of the Research**

##### **1. Historical Background of School**

Education is one of ways to change up at better. By education, someone will give positive impact to civilization. There are 2 kinds of education. They are formal and non formal education. Formal education is education got through school specified by government, and government obligates to 9 year education.

To support the government program, the government countryside hive Kubang with society citizen in 1993 found a junior high school in environment countryside hive Kubang. For the first time this school only have 20 student people with some instructor energies that only facilitate with some rooms that have been made of board.

By the time, society grows and government attention to education also grows. Proven this condition in 2006, this High School was private turned into state Junior High School 02 Siak Hulu.

Under leadership of Mr. Zulkifli, SMPN 02 grew very significant change. This condition were seen from school building that had been good and permanent and improvement of student amount increased 120 students consisted of 5 classes with 15 teachers and 1 Staff.

In addition, in 2010 under new headmaster leadership that is Mr. Drs. Hasyim, the teacher increased with teachers and the facilities were also better than before.

## **2. Vision and Mission SMPN 06 Perhentian Raja**

### **a. Vision**

*“Exceed in education development and that based on faith and godfearing”* indicator :

- 1) Exceed in curriculum development
- 2) Exceed in course of study
- 3) Will Exceed in pass
- 4) Exceed in development SDM education
- 5) Exceed in academic achievement
- 6) Exceed in achievement non academic
- 7) Exceed in faith and godfearing, and
- 8) Exceed in excellency ethic kindness.

### **b. Mission**

- 1) Execute curriculum development KBK and KTSP
- 2) Execute development of syllabus study peripheral
- 3) Execute method development and approach in study
- 4) Execute assessment system development
- 5) Execute development of study execution plan

- 6) Execute local development of payload curriculum
- 7) Execute school development of organization
- 8) Execute development of education facility
- 9) Execute development of education management
- 10) Execute development of sport activity
- 11) Execute area development Wiyata field
- 12) Execute development of artistry area
- 13) Execute development of boy scout area
- 14) execute development of religion area and ethic kindness

### 3. Situation of Teachers

**TABLES IV.1**  
**SITUATION OF TEACHERS SMPN 06 PERHENTIAN RAJA**

Number	Name/NIP	Position	Status
1	Drs. Hasyim 19600708 198902 1 002 5139738640200063	Headmaster	PNS
2	Reflihawati, S.Pd. 19680907 199802 2 001 1239746649300063	Teacher	PNS
3	Zamroni, A.Md. 19720726 200605 2 001 6058750651200003	Teacher	PNS
6	Sriati Nurmala 19800208 200605 2 001 1134758659300043	Teacher	PNS
5	Ahmad Ikrom T, S.Ag 19750805 200801 1 0177840753654200022	Teacher	CPNS
6	Ahmad Supriadi, S.Ag.	Teacher	CPNS

	19660108 200801 1 001 0133747649200063		
7	Sumardi, S.Pd. 19711127 200801 1 001 4459749652200013	Teacher	CPNS
8	Sri Agustina, S.Pd 19730819 200801 2 012 9151751652300013	Teacher	CPNS
9	Yusri Anas, A.Md. 19700705 200801 1 019 98397486469200012	Teacher	CPNS
10	Sandrawati, S.Pd 19851007 201001 2 031 5339763664300043	Teacher	CPNS
11	Suci Solikhin, S.Pd. 19860513 201001 1 013	Teacher	CPNS
12	Nur Aisyah HT, S.Pd. 19760309 201001 2 007	Teacher	CPNS
13	Drs. Dudung. K 6343736639200023	Teacher	GBD
14	Parjan, S.Pd. 5738743646200052	Teacher	GBD
15	Tedi Sekar Budi 9347734636200023	Teacher	GBD
16	Titik Purwati 5842752653300052	Teacher	GBD
17	Hermailis, A.Md 7858758661200004	Teacher	GBPR
18	Supriono, S.Pdi. 9034756658200023	Teacher	GBPR
19	Tiur, S.Pd 0735748651300042	Teacher	GBPS
20	Drs. Paet Lubis	Teacher	GBPS
21	Rianti, S.P	Teacher	GBPR

	7950756657300042		
22	Samsuri, S.Ag 0557753655300073	Teacher	GBD
23	Inoh Isnaeni 1443741643200063	Teacher	GHK
24	Elreni Novianti 9255763664300033	Teacher	GHK
25	Siswandi 8239765667200003	Teacher	GHK
26	Anita 6140749651300123	Teacher	GHK
27	Elma Lentri 4537752654300063	Teacher	HK
28	Wulan Maya Sari	Teacher	HK
29	Siswandi	Teacher	HK
30	Solikodin	Teacher	HK
31	Murjiah	Teacher	HK

Source: Data of observation result, 2010

#### **4. Situation of Student**

As a main medium in student education is education system is guided and educated in order to reach adulthood that hold responsible by educator. As for amount of all students of SMP Negeri 6 Sub Districts Perhentian Raja Kampar Regency amounts to 122 one whos consist of 6 classes.

**TABLES. IV.2**

**SITUATION OF STUDENT SMP N 6 SUB DISTRICTS PERHENTIAN  
RAJA KAMPAR REGENCY**

Number	Class	Men	Women	Amount
1	I	12	14	26
2	II	7	7	14
3	III	9	5	14
4	IV	11	12	23
5	V	12	13	25
6	VI	9	11	20
	Amount	60	62	122

Source: Data of observation result, 2010

### **5. Facilities and Basic Facilities**

Facilities and basic facilities are vital importance fundamental component to subventions expected education target. Without acceptable facilities and basic facilities, education will not give maximal result. Marginally facilities and basic facilities that exist in SMP Negeri 6 Sub Districts Perhentian Raja Kampar Regency are as follows :

**TABLES. IV.3**

**FACILITIES AND BASIC FACILITIES SITUATION SMP NEGERI 6 SUB  
DISTRICTS PERHENTIAN RAJA KAMPAR REGENCY**

Number	Room Type	Unit Amount	Condition
1	Room Learns	6	Good
2	Office Room	1	Good
3	Room of Teacher Ceremony	1	Good
4	Guest Chair	1	Good
5	Tape Radio	1	Good
6	Wc/FAP	1	Good
7	Headmaster Room	1	Good

Source: Data of observation result, 2010



## B. Research Result

After analyzing research, seen that Vocabulary mastery in English lesson in term of students' "in the restaurant" before conducted action was low with amount the average of percentage 59.0 with low category. In order to be clearer about English vocabulary student in terniat "in the restaurant" the table below:

**TABLES. IV.4**  
**RESULT TES RESULT LEARNS BEFORE ACTION**

Number	Student Code	Aspect the Assessed					Amount	Explanation
		Saying and spell	Dominate grammer	Place Word	Comprehend Word the meaning	Comprehend a prefix morphology and suffik		
		0-20	0-20	0-20	0-20	0-20		
1	001	10	15	10	15	15	65	Enough
2	002	10	10	10	10	10	50	Enough
3	003	10	10	15	10	10	55	Enough
4	004	10	15	10	10	15	60	Enough
5	005	15	20	10	15	15	75	Good
6	006	10	10	10	10	10	50	Enough
7	007	15	10	15	10	10	60	Enough
8	008	10	15	10	10	15	60	Enough
9	009	10	10	15	15	10	60	Enough
10	010	10	10	10	10	10	50	Enough
11	011	15	10	10	10	15	60	Enough
12	012	10	15	20	10	10	65	Enough
13	013	10	10	15	15	15	65	Enough
14	014	10	10	10	10	10	50	Enough
15	015	15	10	10	10	10	55	Enough
16	016	10	15	15	10	15	65	Enough
17	017	10	15	15	10	15	65	Enough
18	018	10	10	10	20	10	60	Enough
19	019	10	10	15	15	10	60	Enough
20	020	15	10	10	10	10	55	Enough
21	021	10	15	10	10	15	60	Enough
22	022	10	10	15	10	10	55	Enough
23	023	10	10	10	15	10	55	Enough
24	024	10	10	10	10	10	50	Enough
25	025	15	15	15	10	15	70	Good
Amount		280	300	305	290	300	1475	
Average		11,2	12,0	12,2	11,6	12,0	59,0	Enough

Source: Data of observation result, 2010

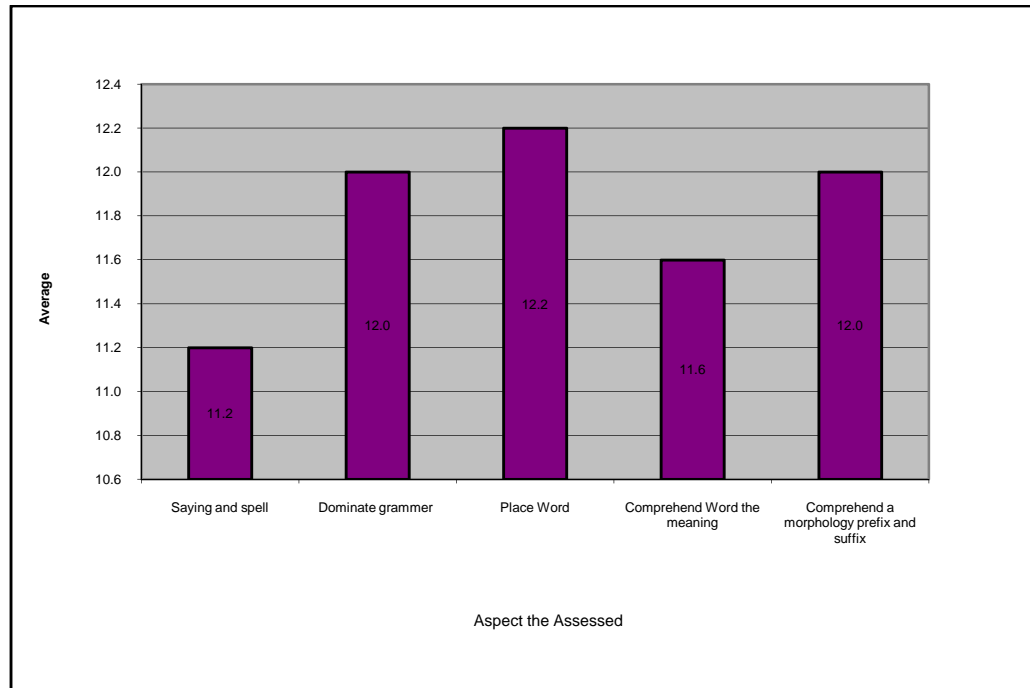
Based on the table above, can know that English vocabulary mastery et student “in the restaurant” before conducted action in classical was low with acquirement the average of percentage 59,0 it is at international 50-69, at low category. Then, the Percentage English vocabulary mastery in every aspect can be seen at explanation :

1. Student can say and spell English language clearly, the average score was 11,2
2. Student can control english language grammar properly, the average score was 12,0
3. Student can place English language word, the average score was 12,2
4. Student gets the picture word meaning: Denotation, Konotasi and Apropria, the average score was 11,6
5. Student gets the picture word meaning that one with other word : get the picture new word meaning, the average score was 12,0

Comparison of English vocabulary level student is seen of each indicator also can be seen at graph picture as follows :

**PICTURE 1.**

**HISTOGRAM OF ENGLISH LANGUAGE VOCABULARY  
IMPROVEMENT PER INDICATOR AT BEFORE ACTION**



In consequence, researcher also double as teacher conduct some processes to overcome low problem its English language vocabulary mastery student pass by strategy semantic mapping as for steps is conceived of following :

### **1. First Cycle**

#### **a. Planning**

In planning step thye teacher did as follows :

- 1) The writer made lesson plan (RPP)
- 2) The writer prepared the significant that relate to the topic
- 3) The writer made cross-questions.

## **b. Action**

First cycle, first meeting was executed date on October 23<sup>th</sup> and second meeting was executed date on October 30<sup>th</sup> 2010. In course of study execution entangles all the second year students of SMP N 6 Sub District Perhentian Raja Kampar Regency. Study execution is conducted based on plan of study execution (RPP) already prepared at syllabus, and curriculum. In action execution consist of some phases that is : activity early or study opening, that executed during more or less 10 minute. Then continued with nucleus activity. In activity of study execution nucleus base study model that in careful that is strategy Semantic maping, that executed during more or less 60, and continued with final activity or as lesson cover is executed during more or less 10 minute. In order to clearer about action steps referred can researcher formulate as follows :

### **a) Activity early (10 minute)**

- 1) Teacher and student star ed to study by reading do'a
- 2) Teacher add tell student learning objectives wish ed to reach by in study.
- 3) Teacher gave a review apperception and motivation to student relate to lesson matter.

### **b) While activity (60 minute)**

- 1) The teacher selected a word central to the topic
- 2) The teacher displayed the goals word
- 3) The teacher invited the student to generate words ace possible that relate to the goals word

- 4) The teacher asked to the students write the generated words in categories.
- 5) The teacher asked to the student label categories
- 6) The teacher asked to the students to construct a map from the list
- 7) The teacher lead in a discussion that focuses identifying meanings and uses of words, clarifying ideas, main highlighting conclusions, identifying key elements, expanding ideas, and summarizing information.

**c) Post activity (10 minute)**

- 1) Teacher put in the way of student to enquire about things that not comprehended.
- 2) Teacher gave evaluation
- 3) Teacher with student closed class by praying and greeting.

**c. Observation**

Observation was focused either at process or result of study. Observation was conducted to know teacher activities and student activities done by observer or observer and result learn student is obtained from result test. As for who acts as observer or observer is coleage, whereas student activity is filled by researcher also double as teacher.

### 1) Observation of Teacher Activity

Teacher activities consisted of 7 activity types in accordance with strategy steps of semantic mapping. The result of teacher activities observation at cycle I can be seen as follows :

**TABLES IV. 5.**  
**ACTIVITY AT FIRST MEETING OF THE FIRST CYCLE**

Number	Activity the perceived	Alternative	
		Yes	No
1	The teacher selects a word central to the topic.		√
2	The teacher displays the target word.	√	
3	The teacher invites the student to generate as many words as possible that relate to the target word.	√	
4	The teacher asks to the student write the generated words in categories.	√	
5	The teacher asks to the student label categories		√
6	The teacher asks to the students to construct a map From the list		√
7	The teacher leads the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information		√
	Amount	3	4
	Average (%)	43%	57%

Source: Data of observation result, 2010

Based on the table above, depicted that teachers activities in study mastery by using semantic mapping with answer alternative “yes” and “no”, then obtained answer “yes” at first cycle first meeting was 3 times with the average of 43%. The answer alternative “no” 4 times with the average of 57%. The result of teachers observation at every aspect can be seen as follows :

- (1) The teacher selected a word central to the topic, at this aspect the teachers got “no”.

- (2) The teacher displayed the target word, at this aspect the teachers got “yes”.
- (3) The teacher invited the student to generate words as possible that relate to the target word, at this aspect the teachers got value “yes”.
- (4) The teacher asked to the students write the generated words in categories, at this aspect the teachers got “yes”.
- (5) The teacher asked to the student label categories, at this aspect a teachers gets value “no”.
- (6) The teacher asked to the students to construct a map from the list, at this aspect a teachers gets value “no”.
- (7) The teacher lead in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information, at this aspect a teachers gets value “no”.

From the first cycle, teachers activities consisted of 7 activity types that perceived in accordance with strategy steps of semantic mapping, at this second meeting activity of level teacher became 57%. To be more clear, the result of observation at cycle I second can be seen at table as follows :

TABLES IV. 6

## ACTIVITY AT SECOND MEETING OF THE FIRST CYCLE

Number	Activity the perceived	Alternative	
		Yes	No
1	The teacher selects a word central to the topic.	√	
2	The teacher displays the target word.	√	
3	The teacher invites the student to generate as many words as possible that relate to the target word.	√	
4	The teacher asks to the student write the generated words in categories.	√	
5	The teacher asks to the student label categories		√
6	The teacher asks to the students to construct a map From the list		√
7	The teacher leads the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information		√
	Amount	4	3
	Average (%)	57%	43%

Source: Data of observation result, 2010

Based on the table above, depicted that teachers activities by using semantic mapping with alternative answers “yes” and “no”. Then, answer “yes” at first cycle was 4 times with the average of 57%. Acquirement of answer alternative “no” was 3 times with the average of 43%. The result of teachers observation at every aspect can be seen as follows :

- (1) The teacher selected a word central to the topic, at this aspect a teachers gets value “ yes” .
- (2) The teacher displayed the target word, at this aspect a teachers gets value “ yes”.
- (3) The teacher invited the student to generate words as possible that relate to the target word, at this aspect a teachers gets value “ yes”.
- (4) The teacher asked to the students write the generated words in categories, at this aspect a teachers gets value “ yes”.



- (5) The teacher asked to the student label categories, at this aspect a teachers gets value “ no”.
- (6) The teacher asked to the students to contruct a map from the list, at this aspect a teachers gets value “ no”.
- (7) The teacher lead in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information, at this aspect a teachers gets value “ no”.

## **2) Observation of Students Activity**

Teacher activity in course of study will to activity of student in study.  
student activity that in observation are :

- (a) Student concerned about teacher selects a word central to the topic in the restaurant.
- (b) Student concerned about teacher explanation displays the target word in the restaurant
- (c) Student to generated as many words as possible related to the target word
- (d) Student writed word the generated word in categories
- (e) Student answer teacher question about label categories
- (f) Student conducted discussion than focusses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing

The students activities can be seen as follows:

**TABLES IV. 7.**  
**STUDENT ACTIVITY AT CYCLE I FIRST MEETING**

Number	Student Code	Activity							Alternative	
		1	2	3	4	5	6	7	Yes	No
1	Student 001	√	√		√	√			4	3
2	Student 002		√	√		√	√	√	5	2
3	Student 003	√		√			√		3	4
4	Student 004	√	√	√		√	√		5	2
5	Student 005		√		√			√	3	4
6	Student 006	√			√	√	√	√	5	2
7	Student 007			√		√	√	√	4	3
8	Student 008	√		√	√	√	√		5	2
9	Student 009		√	√			√	√	4	3
10	Student 010	√	√			√		√	4	3
11	Student 011	√		√	√		√		4	3
12	Student 012	√	√		√	√	√		5	2
13	Student 013		√	√		√		√	4	3
14	Student 014	√	√			√	√	√	5	2
15	Student 015			√	√				2	5
16	Student 016	√	√				√	√	4	3
17	Student 017	√		√	√	√	√		5	2
18	Student 018		√		√	√			3	4
19	Student 019	√			√		√	√	4	3
20	Student 020		√	√		√	√		4	3
21	Student 021	√	√	√			√	√	5	2
22	Student 022			√	√	√			3	4
23	Student 023	√	√				√	√	4	3
24	Student 024	√		√	√	√	√		5	2
25	Student 025		√	√		√		√	4	3
Amount		15	15	15	12	16	17	13	103	72
Average (%)		60%	60%	60%	48%	64%	68%	52%	59%	41%

Source: Data of observation result, 2010

Based on the table above, seen that students activities by using semantic mapping with alternative answers "yes" and "no", answer "yes" was 103 with percentage 59%, and answer "no" was 72 with percentage 41%. After compared to classification standard established in chapter III, then student activities by using semantic mapping at cycle I this first meeting class sified "enough" because

(59%). The average of activities of students for every indicator can be explained as follows :

- (1) Student concerned about teacher selects a word central to the topic in the restaurant, after all students are perceived by observer, at this indicator score obtained 15 with the average of percentage 60%.
- (2) Student concerned about teacher explanation displays the target word in the restaurant, at this indicator score obtained 15 with the average of percentage 60%.
- (3) Student generated as many words as possible related to the targeted word, at this indicator score obtained 15 with the average of percentage 60%.
- (4) Student wrote the generated word in categories, at this indicator score obtained 12 with the average of percentage 48%.
- (5) Student answered teacher question about label categories, at this indicator score obtained 16 with the average of percentage 64%.
- (6) Student developed one map from the list, at this indicator score obtained 17 with the average of percentage 68%.
- (7) Student conducted discussion that focussed on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing, at this indicator score obtained 13 with the average of percentage 52%.

Students activities at meeting in cycle I also were influenced by teacher activity at second meeting. To be more clear see tables IV. 8 hereunder :

**TABLES IV. 8.**  
**STUDENT ACTIVITY AT CYCLE I SECOND MEETING**

Number	Student Code	Activity							Alternative	
		1	2	3	4	5	6	7	Yes	No
1	Student 001	√			√	√		√	4	3
2	Student 002	√	√	√		√	√	√	6	1
3	Student 003	√		√	√	√			4	3
4	Student 004	√	√	√		√	√	√	6	1
5	Student 005		√		√	√	√	√	5	2
6	Student 006	√		√	√	√		√	5	2
7	Student 007	√	√	√		√	√	√	6	1
8	Student 008	√		√	√		√		4	3
9	Student 009	√	√	√		√	√	√	6	1
10	Student 010	√	√			√	√	√	5	2
11	Student 011	√		√	√	√			4	3
12	Student 012	√	√		√				3	4
13	Student 013		√	√		√	√	√	5	2
14	Student 014	√	√				√	√	4	3
15	Student 015			√	√	√			3	4
16	Student 016	√	√					√	3	4
17	Student 017	√		√	√	√	√		5	2
18	Student 018		√		√		√	√	4	3
19	Student 019	√			√		√	√	4	3
20	Student 020		√	√	√	√	√		5	2
21	Student 021	√	√	√		√		√	5	2
22	Student 022			√	√	√	√		4	3
23	Student 023	√	√					√	3	4
24	Student 024	√		√	√	√	√		5	2
25	Student 025		√	√		√		√	4	3
Amount		18	15	16	14	18	15	16	112	63
Avarege (%)		72%	60%	64%	56%	72%	60%	64%	64%	36%

Source: Data of observation result, 2010

Based on the table above, seen that students activities by using semantic mapping with alternative answers "yes" and "no". Answer "yes" was 112 with percentage 64%, and answer "no" was 63 with percentage 36%. After compared to classification standard established in chapter III, students activity with strategy applying semantic mapping at cycle I classified "enough" (64%). The average of activity at students for every indicator can be explained as follows :

- (1) Students concerned about teacher selected word central to the topic in the restaurant, after all students are perceived by observer, at this indicator score obtained 18 with the average of percentage 72%.
- (2) Students concerned about teacher explanation displayed the target word in the restaurant, at this indicator score obtained 15 with the average of percentage 60%.
- (3) Students to generated as many words as possible related to the targed word, at this indicator score obtained 16 with the average of percentage 64%.
- (4) Students writed word the generated word in categories, at this indicator score obtained 14 with the average of percentage 56%.
- (5) Students answered teacher question about label categories, at this indicator score obtained 18 with the average of percentage 72%.
- (6) Students developed one map from the list, at this indicator score obtained 15 with the average of percentage 60%.
- (7) Students conducted discussion that focussed on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing, at this indicator score obtained 16 with the average of percentage 64%.

Based on the test conducted at cycle I, seen that the result obtained was of 68,1%. To be more clear the tables IV.9 as fo;;ows :

**TABLES IV. 9.**  
**TES RESULT LEARNS STUDENT AT CYCLE I**

Number	Student Code	Aspect the Assessed					Amount	Explanation
		Saying and spell	Dominate grammar	Place Word	Comprehend Word the meaning	Comprehend a prefix morphology and suffik		
		0-20	0-20	0-20	0-20	0-20		
1	001	15	15	10	10	10	60	Enough
2	002	15	10	15	15	15	70	Good
3	003	15	15	10	10	10	60	Enough
4	004	15	10	15	15	15	70	Good
5	005	15	15	20	15	10	75	Good
6	006	15	15	15	15	15	75	Good
7	007	15	15	10	10	10	60	Enough
8	008	10	15	15	15	15	70	Good
9	009	15	10	15	20	15	75	Good
10	010	10	15	15	15	15	70	Good
11	011	15	15	15	10	10	65	Enough
12	012	15	15	10	15	15	70	Good
13	013	10	10	15	15	10	60	Enough
14	014	10	15	15	15	15	70	Good
15	015	15	15	10	10	10	60	Enough
16	016	15	15	15	15	15	75	Good
17	017	10	15	15	10	10	60	Enough
18	018	15	15	15	15	15	75	Good
19	019	10	10	15	15	15	65	Enough
20	020	15	15	15	15	10	70	Good
21	021	15	20	15	10	15	75	Good
22	022	10	10	10	15	10	55	Enough
23	023	15	15	15	20	15	80	Good
24	024	15	15	15	20	15	80	Good
25	025	10	10	15	10	15	60	Enough
Amount		345	355	365	365	340	1770	
Avarege		13,3	13,7	14,0	14,0	13,1	68,1	Enough

Source: Data of observation result, 2010

Based on the table above, seen that students vocabulary mastery was 68,1% in edition, the percentage students vocabulary mastery can be seen at explanation as follows :

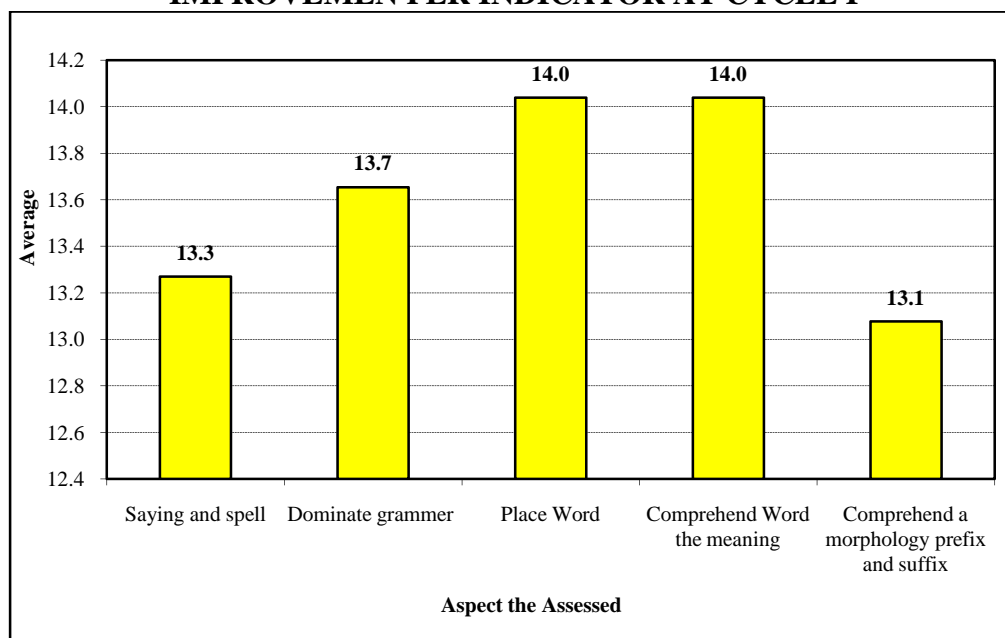
1. Student can say and spell English language clearly (13,3)
2. Student can control english language grammar properly (13,7)

3. Student can place english language word (14,0)
4. Student gets the picture word meaning : Denotation, Konotasi and Apropria (14,0)
5. Student gets the picture word meaning that one with other word (13,1)

Comparison of English vocabulary level student is seen of each indicator also can be seen at graph picture as follows :

**PICTURE 2.**

**HISTOGRAM OF ENGLISH LANGUAGE VOCABULARY IMPROVEMEN PER INDICATOR AT CYCLE I**



**d. Reflection**

At phase of assessment researcher reflection, see and consider to the result or impact from action from various of criterions. its target is knows strength and weakness from action that conducted at cycle I to be able to repaired at cycle II.

Concerned about description study process that said above, then can be concluded that domination of student vocabulary at language subject english has been pertained, see domination of student vocabulary at language lesson english is

referred [as], then base result of researcher discussion and observer to study repair at first cycle existed some study weaknesses as follows :

- 1) in explaining the working of technique draw and colour that applied at language subject english, teacher too circumlocutary until student less comprehend it, its consequence study process with technique applying draw and colour not walks properly.
- 2) Lack of teacher observation in course of study with technique applying draw and colour, until most range from to student that less serious in following study process.
- 3) In giving question to student about category lable, teacher less serious until student a lot triffle.
- 4) Lack of teacher in asking to student to develop one map from list, until student less understands in form one list map.
- 5) Lack of teacher in controlling student in course of study until student are seen less compromy with its group friend in finishing duty that will be presented.

Based on the result of activities at cycle I, seen that the teacher must overcome from the first cycle : (1) Teacher must improve observation with technique applying draw and colour. (2) Teacher must give clear explanation and concrete about study technique that used, so it's can be comprehended by student properly.(3) Teacher must perform better and systematic time arrangement next in giving opportunity to student to become teacher or present duty result given.



## **2. Second Cycle**

### **a. Planning**

In this planning, the teacher repairs teachers' activities that were uncommitted at cycle I. Teachers' activities that will be repaired at cycle II shall be as follows :

- 1) The teacher asks the students to construct a map from the list
- 2) The teacher asks the students to label categories.
- 3) The teacher leads the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information

### **b. Action**

Second cycle was executed on 07 and 14 December 2010. The activities were conducted based on planning of study (RPP) already prepared, syllabus, and curriculum. In action, this consisted of some phases that were: study opening, executed during more or less 10 minutes, then continued with brainstorming activity. The process of learning was based on semantic mapping executed during more or less 60 minutes and continued with final activity or closing that was executed during more or less 10 minutes. In detail, the action can be explained as follows :

#### **1) Pre Activity (10 minutes)**

- a) Teacher and student opened study process by reading do'a
- b) Teacher submitted target that wished to be reached by the study

- c) Teacher giveed perception and motivation to student relate to lesson matter.

## **2) While Activity (60 minute)**

- a) The teacher selected a word central to the topic
- b) The teacher displayed the goals word
- c) The teacher invited the student to generate words ace possible that relate to the goals word
- d) The teacher asked to the students write the generated words in categories.
- e) The teacher asked to the student lable categories
- f) The teacher asked to the students to construct a map from the list
- g) The teacher leaded in a discussion that focused identifying meanings and uses of words, clarifying ideas, main highlighting conclusions, identifying key elements, expanding ideas, and summarizing information.

## **3) Post activity (10 minute)**

- a) Teacher put in the way of student to enquire about things that not comprehended.
- b) Teacher gane evaluation
- c) Teacher with student closed study by read prayer and greeting.

### **c. Observation**

Observation in this research focused either at process or result at study. Observation was conducted to know teachers activities and student activities and ability of students vocabulary mastery. As for who acts as observer or observer is coleage, whereas student activity is filled by researcher also double as teacher.

### 1) Observation of Teacher Activity

Execution of teacher activity observation is referred is picture of study execution at activity early, nucleus activity, and final activity. Teachers activities consisted of 7 types that in observation in accordance with semantic mapping to be more clear result of teacher activity observation at cycle II first meeting can be seen at as follows :

**TABLES IV. 10.**

#### **TEACHER ACTIVITY AT CYCLE II BOTH FIRST MEETING**

Number	Activity the perceived	Alternative	
		Yes	No
1	The teacher selects a word central to the topic.	√	
2	The teacher displays the target word.	√	
3	The teacher invites the student to generate as many words as possible that relate to the target word.	√	
4	The teacher asks to the student write the generated words in categories.	√	
5	The teacher asks to the student label categories	√	
6	The teacher asks to the students to construct a map From the list		√
7	on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information	√	
	Amount	6	1
	Average (%)	86%	14%

Source: Data of observation result, 2010

Based on the table above, depicted that teachers activities using semantic mapping with alternative answer “yes” and “no”. Answer “yes” at cycle both first meeting 6 times with the average of was 86%. Acquirement of answer alternative

“no” 1 times with the average of was 14%. As for result of teacher observation at every aspect can be seen as follows:

- (1) The teacher selected a word central to the topic, at this aspect a teacher gets value “yes”
- (2) The teacher displayed the target word, at this aspect a teacher gets value “yes”
- (3) The teacher invited the student to generate words as possible that relate to the target word, at this aspect a teacher gets value “ yes”
- (4) The teacher asked to the students write the generated words in categories, at this aspect a teacher gets value “ yes”
- (5) The teacher asked to the student label categories, at this aspect a teacher gets value “ yes”
- (6) The teacher asked to the students to construct a map from the list, at this aspect a teacher gets value “ no”
- (7) The teacher leaded in a discussion that focused on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information, at this aspect a teacher gets value “ yes”

From at the second cycle, teachers activities consisted of 7 activity types that perceived in accordance with strategy steps of semantic mapping, at this second meeting activity of level teacher became 100%. To be more clear, the result of observation at cycle II second can be seen at table as follows :

**TABLES IV. 11**  
**RESULT OF TEACHER ACTIVITY OBSERVATION AT MEETING**  
**BOTH CYCLE II**

Number	Activity the perceived	Alternative	
		Yes	No
1	The teacher selects a word central to the topic.	√	
2	The teacher displays the target word.	√	
3	The teacher invites the student to generate as many words as possible that relate to the target word.	√	
4	The teacher asks to the student write the generated words in categories.	√	
5	The teacher asks to the student label categories	√	
6	The teacher asks to the students to construct a map From the list	√	
7	on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information	√	
	Amount	7	0
	Average (%)	100%	0%

Source: Data of observation result, 2010

Based on the table above, depicted that teachers activities using semantic mapping with alternative answer “yes” and “no”. Answer “yes” at cycle both second meeting 7 times with the average of 100%. Acquirement of answer alternative “no” 0 times with the average of 0%. as for result of teacher observation at every aspect can be seen as follows:

- (1) The teachers selectsd a word central to the topic, at this aspect a teacher gets value “ yes”
- (2) The teacher displayed the target word, at this aspect a teacher gets value “ yes”

- (3) The teacher invited the student to generate words as possible that relate to the target word, at this aspect a teacher gets value “ yes”
- (4) The teacher asked to the students write the generated words in categories, at this aspect a teacher gets value “ yes”
- (5) The teacher asked to the student label categories, at this aspect a teacher gets value “ Yes”
- (6) The teacher asked to the students to construct a map from the list, at this aspect a teacher gets value “ Yes”
- (7) The teacher leaded in a discussion that focused on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information, at this aspect a teacher gets value “ Yes”

## **2) Observation of Students Activity**

Teacher activity in course of study will to activity of student in study.  
student activity that in observation is :

- (a) Student concerned about teacher selects a word central to the topic in the restaurant.
- (b) Student concerned about teacher explanation displays the target word in the restaurant
- (c) Student to generated as many words as possible related to the targed word
- (d) Student writed word the generated word in categories
- (e) Student answered teacher question about label categories

- (f) Student conducted discussion than focussed on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing

The student activities can be seen as follows :

**TABLES IV. 12.**  
**STUDENT ACTIVITY AT CYCLE II FIRST MEETING**

Number	Student Code	Activity							Alternative	
		1	2	3	4	5	6	7	Yes	No
1	Student 001	√	√	√	√	√	√	√	7	0
2	Student 002	√	√	√		√	√		5	2
3	Student 003	√		√	√		√	√	5	2
4	Student 004	√	√	√		√		√	5	2
5	Student 005	√	√		√		√	√	5	2
6	Student 006	√		√	√	√		√	5	2
7	Student 007	√	√	√		√	√	√	6	1
8	Student 008	√	√	√	√	√			5	2
9	Student 009	√	√	√	√	√		√	6	1
10	Student 010	√	√	√			√	√	5	2
11	Student 011	√		√	√	√	√		5	2
12	Student 012	√	√		√	√	√	√	6	1
13	Student 013		√	√	√	√		√	5	2
14	Student 014	√	√		√	√	√	√	6	1
15	Student 015	√		√	√	√		√	5	2
16	Student 016	√	√			√	√	√	5	2
17	Student 017	√	√	√	√		√		5	2
18	Student 018		√		√		√	√	4	3
19	Student 019	√		√	√	√	√	√	6	1
20	Student 020		√	√	√		√		4	3
21	Student 021	√	√	√	√	√		√	6	1
22	Student 022		√	√	√	√		√	5	2
23	Student 023	√	√			√	√	√	5	2
24	Student 024	√		√	√		√	√	5	2
25	Student 025		√	√		√	√	√	5	2
Amount		20	19	19	18	18	17	20	131	44
Avarege (%)		80%	76%	76%	72%	72%	68%	80%	75%	25%

Source: Data of observation result, 2010

Based on the table above, seen that students activities by using semantic mapping with alternative answer "yes" and "no", answer "yes" was 131 with percentage 75%, and answer "no" was 44 with percentage 25%. After compared to classification standard established in chapter III, then student activities by using

semantic mapping at cycle II this first meeting classified into “high” because (75%). The average of activities of students for every indicator can be explained as follows :

- (1) Student concerned about teacher selects a word central to the topic in the restaurant, after all students are perceived by observer, at this indicator score obtained 20 with the average of percentage 80%.
- (2) Student concerned about teacher explanation displays the target word in the restaurant, at this indicator score obtained 19 with the average of percentage 76%.
- (3) Student to generated as many words as possible related to the targed word, at this indicator score obtained 19 with the average of percentage 76%.
- (4) Student writed word the generated word in categories, at this indicator score obtained 18 with the average of percentage 72%.
- (5) Student answered teacher question about label categories, at this indicator score obtained 18 with the average of percentage 72%.
- (6) Student developed one map from the list, at this indicator score obtained 17 with the average of percentage 68%.
- (7) Student conducted discussion that focussed on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing, at this indicator score obtained 20 with the average of percentage 80%.



Students activities at meeting in cycle II is also were influenced by teacher activity at second meeting. To be more clear see tables:

**TABLES IV. 13.**  
**STUDENT ACTIVITY AT CYCLE II SECOND MEETING**

Number	Student Code	Activity							Alternative	
		1	2	3	4	5	6	7	Yes	No
1	Student 001	√	√	√	√	√	√	√	7	0
2	Student 002	√	√	√		√	√	√	6	1
3	Student 003	√		√	√	√	√	√	6	1
4	Student 004	√	√	√		√	√	√	6	1
5	Student 005	√	√	√	√	√	√	√	7	0
6	Student 006	√		√	√	√		√	5	2
7	Student 007	√	√	√		√	√	√	6	1
8	Student 008	√	√	√	√	√	√	√	7	0
9	Student 009	√	√	√	√	√	√	√	7	0
10	Student 010	√	√	√		√	√	√	6	1
11	Student 011	√	√	√	√		√		5	2
12	Student 012	√	√		√	√	√	√	6	1
13	Student 013	√	√	√	√	√	√	√	7	0
14	Student 014	√	√	√		√	√	√	6	1
15	Student 015	√	√	√	√	√	√		6	1
16	Student 016	√	√		√	√	√	√	6	1
17	Student 017	√	√	√	√		√		5	2
18	Student 018		√	√	√	√	√	√	6	1
19	Student 019	√	√	√	√	√	√	√	7	0
20	Student 020	√	√	√	√	√	√		6	1
21	Student 021	√	√	√	√	√		√	6	1
22	Student 022	√	√	√	√	√	√	√	7	0
23	Student 023	√	√	√	√	√	√	√	7	0
24	Student 024	√		√	√	√			4	3
25	Student 025	√	√	√		√	√	√	6	1
Amount		24	22	23	19	23	22	20	153	22
Avarege (%)		96%	88%	92%	76%	92%	88%	80%	87%	13%

Source: Data of observation result, 2010

Based on the table above, seen that students activities by using semantic mapping with alternative answer "yes" and "no", answer "yes" was 153 with percentage 87%, and answer "no" was 22 with percentage 13%. After compared

to classification standard established in chapter III, then student activities with semantic mapping at cycle this II it is at classification “good” because (87%). The average of activities of students for every indicator can be explained as follows :

- (1) Students concerned about teacher selects a word central to the topic in the restaurant, after all students are perceived by observer, at this indicator score obtained 24 with the average of percentage 96%.
- (2) Students concerned about teacher explanation displays the target word in the restaurant, at this indicator score obtained 22 with the average of percentage 88%.
- (3) Students to generated as many words as possible related to the targed word, at this indicator score obtained 23 with the average of percentage 92%.
- (4) Students writed word the generated word in categories, at this indicator score obtained 19 with the average of percentage 76%.
- (5) Students answered teacher question about label categories, at this indicator score obtained 23 with the average of percentage 92%.
- (6) Students developed one map from the list, at this indicator score obtained 22 with the average of percentage 88%.
- (7) Students conducted discussion that focussed on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing, at this indicator score obtained 20 with the average of percentage 80%.

Based on the test conducted at cycle II, seen that the result obtained was of 82,8%. To be clear the tables IV.14 following :

**TABLES IV. 14.**  
**TES ENGLISH LANGUAGE VOCABULARY STUDENT AT CYCLE II**

Number	Student Code	Aspect the Assessed					Amount	Explanation
		Saying and spell	Dominate grammar	Place Word	Comprehend Word the meaning	Comprehend a prefix morphology and suffik		
		0-20	0-20	0-20	0-20	0-20		
1	001	20	20	15	15	15	85	Good
2	002	15	15	20	15	20	85	Good
3	003	20	20	15	15	15	85	Good
4	004	15	15	15	15	15	75	Good
5	005	15	15	20	20	20	90	Good
6	006	20	15	15	15	15	80	Good
7	007	15	20	20	20	15	90	Good
8	008	20	15	15	15	15	80	Good
9	009	15	15	15	20	20	85	Good
10	010	15	15	20	15	15	80	Good
11	011	20	20	15	15	15	85	Good
12	012	20	15	15	15	15	80	Good
13	013	15	15	20	20	20	90	Good
14	014	15	15	15	15	15	75	Good
15	015	20	15	15	20	20	90	Good
16	016	15	20	15	20	15	85	Good
17	017	15	15	20	15	15	80	Good
18	018	20	20	15	15	15	85	Good
19	019	15	15	15	15	15	75	Good
20	020	15	15	20	15	20	85	Good
21	021	20	15	15	15	15	80	Good
22	022	15	20	15	20	15	85	Good
23	023	20	15	15	15	15	80	Good
24	024	15	15	15	15	15	75	Good
25	025	20	15	20	15	15	85	Good
Amount		430	410	415	410	405	2070	
Average		17,2	16,4	16,6	16,4	16,2	82,8	Good

Source: Data of observation result, 2010

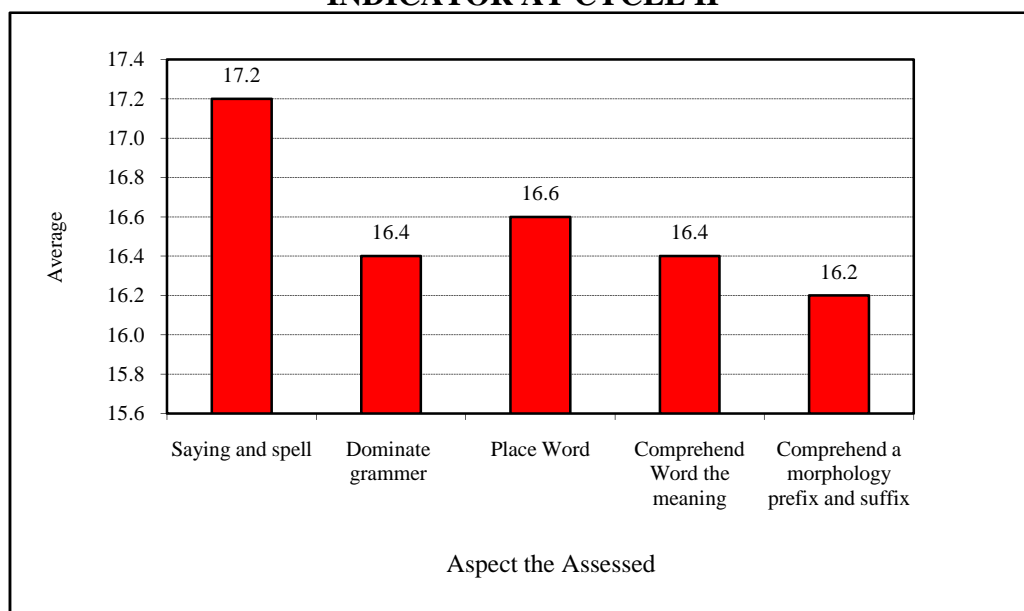
Based on the table above, seen that ability of students vocabulary mastery was 82,8%. In addition, the percentage students vocabulary mastery can be seen at explanation as follows :

- a) Student can say and spell English language clearly (17,2)
- b) Student can control English language grammar properly (16,4)

- c) Student can place English language word (16,6)
- d) Student gets the picture word meaning: Denotation, Konotasi and Apropria (16,4)
- e) Student gets the picture word meaning that one with other word (16,2)

Comparison of English vocabulary level student is seen of each indicator also can be seen at graph picture as follows :

**PICTURE 3.**  
**ABILITY HISTOGRAM CONVERSES ENGLISH LANGUAGE EVERY**  
**INDICATOR AT CYCLE II**



#### **d. Reflection (reflection)**

At phase of assessment researcher reflection, see and consider to the result or impact from action from various of criterions. its target is knows strength and weakness from action that conducted at cycle I to be able to repaired at cycle II.

If paid attention cycle result II, result learns posed at by student experience of improvement against which cycle I. That means action that given teacher at second cycle affect better from action at first cycle. This condition gives picture

that to ask student becomes teacher or presentation of duty result given, Student needs inch by inch. Initially student must guided intensively, nevertheless gradually student is given opportunity to be able to find it unassisted teacher.

Time demarcation that given to ask student becomes teacher or presentation of duty result that given teacher to student affect also to good result. Student not kill times till two meetings to finish one problems. Supervise specially that addressed to a small part of students also show good result. This seen from result of english language vocabulary domination student at cycle II reach KKM that was established, that is result of english language vocabulary domination at cycle II reach the average of 82,8%.

## **C. Discussion**

### **1. Teacher Activity**

From observation result at first cycle indicated level of teacher's activities at cycle I, first meeting only got answer "yes" 3 times with percentage 43%, whereas at second meeting got the answer "yes" 4 times with percentage 57% with enough category. Then, the result of teachers activities at cycle II showed that at the first meeting there was improvement with getting the answer "yes" 6 times with percentage 86% with good category, whereas at second meeting got "yes" 7 times with percentage 100% with good category.

### **2. Student Activity**

Based on observation result at first cycle, first meeting indicated that activity of student in reached score 103 with percentage 59% in enough category

and meeting both student activity in classical reaches score 112 with percentage 64% it is at international 56-75% pertained category enough whereas result of activity perception learns student at cycle II first meeting happens improvement that is reach score 131 with percentage 75% in (category enough), whereas at meeting both level in classical getting the score 153 with percentage 87% it is at international 76-100% pertained good category.

### **3. Ability of English Language Vocabulary**

Based on observation result at symptom early ability of english language vocabulary mastery student is obtained the average of percentage 59,0 with category. Then base observation result at first cycle that indicate that level of english language vocabulary mastery ability student reaches with the average of classical 68,1, with category. whereas at cycle II happens improvement reaches ability english language vocabulary mastery student is obtained the average of percentage 82,8 with high category.

Comparison between ability of english language vocabulary mastery student at data early, cycle I and cycle II in clear can be seen at tables following :

**TABLES IV. 15.**  
**RESULT SUMMARY TES ABILITY OF ENGLISH LANGUAGE**  
**VOCABULARY MASTERY STUDENT AT DATA EARLY, CYCLE I AND**  
**CYCLE II**

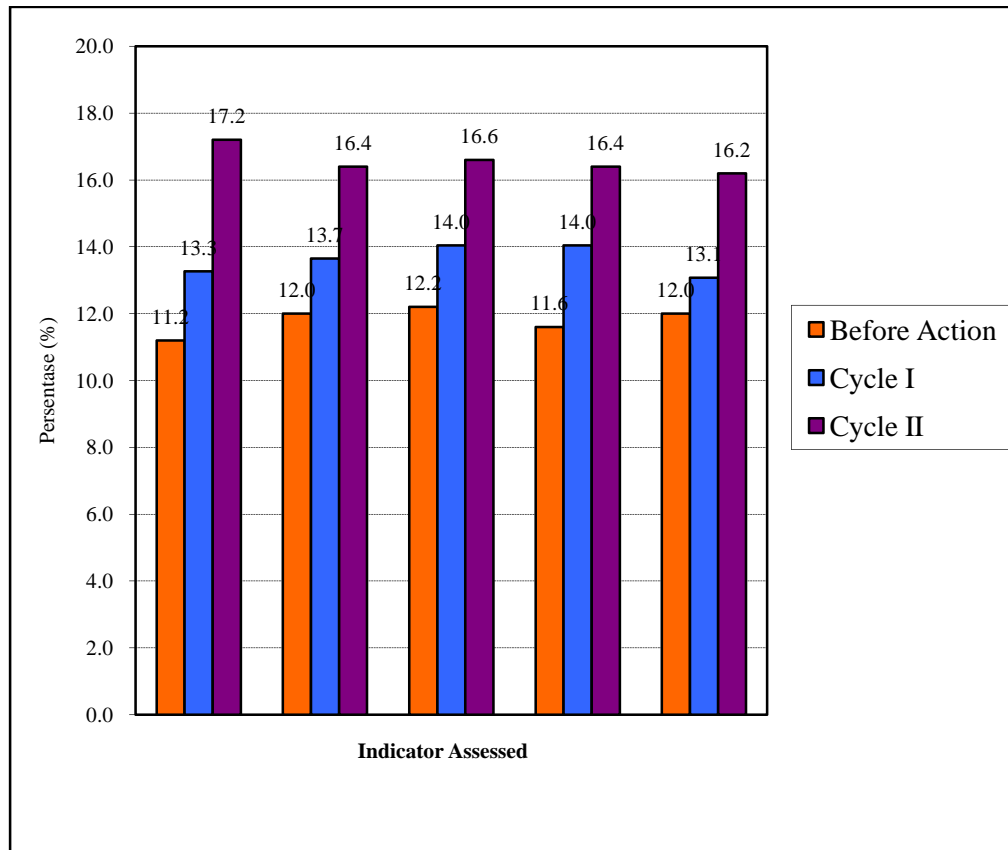
Number	Student Code	Increasing Vovabulary mastery					
		Data early	Category	Cycle I	Category	Cycle II	Category
001	001	65	Enough	65	Enough	85	Good
002	002	50	Enough	70	Good	85	Good
003	003	55	Enough	60	Enough	85	Good
004	004	60	Enough	70	Good	75	Good
005	005	75	Good	75	Good	90	Good
006	006	50	Enough	65	Enough	80	Good
007	007	60	Enough	75	Good	90	Good
008	008	60	Enough	60	Enough	80	Good
009	009	60	Enough	70	Good	85	Good
010	010	50	Enough	75	Good	80	Good
011	011	60	Enough	70	Good	85	Good
012	012	65	Enough	65	Enough	80	Good
013	013	65	Enough	70	Good	90	Good
014	014	50	Enough	60	Enough	75	Good
015	015	55	Enough	70	Good	90	Good
016	016	65	Enough	60	Enough	85	Good
017	017	65	Enough	75	Good	80	Good
018	018	60	Enough	75	Good	80	Good
019	019	60	Enough	60	Enough	85	Good
020	020	55	Enough	75	Good	75	Good
021	021	60	Enough	65	Enough	85	Good
022	022	55	Enough	70	Good	80	Good
023	023	55	Enough	75	Good	85	Good
024	024	50	Enough	55	Enough	80	Good
025	025	70	Good	80	Good	75	Good
	Jumlah	1475		1770		3245	
	Rata-rata	59,0	Enough	68,1	Enough	82,8	Good

Source: Data of observation result, 2010

Comparison of vocabulary mastery ability level english language student at cycle I and cycle II every indicator its can be seen at graph as follows :

**PICTURE 4.**

**ABILITY HISTOGRAM CONVERSES ENGLISH LANGUAGE EVERY  
INDICATOR AT BEFORE ACTION, CYCLE I AND II**

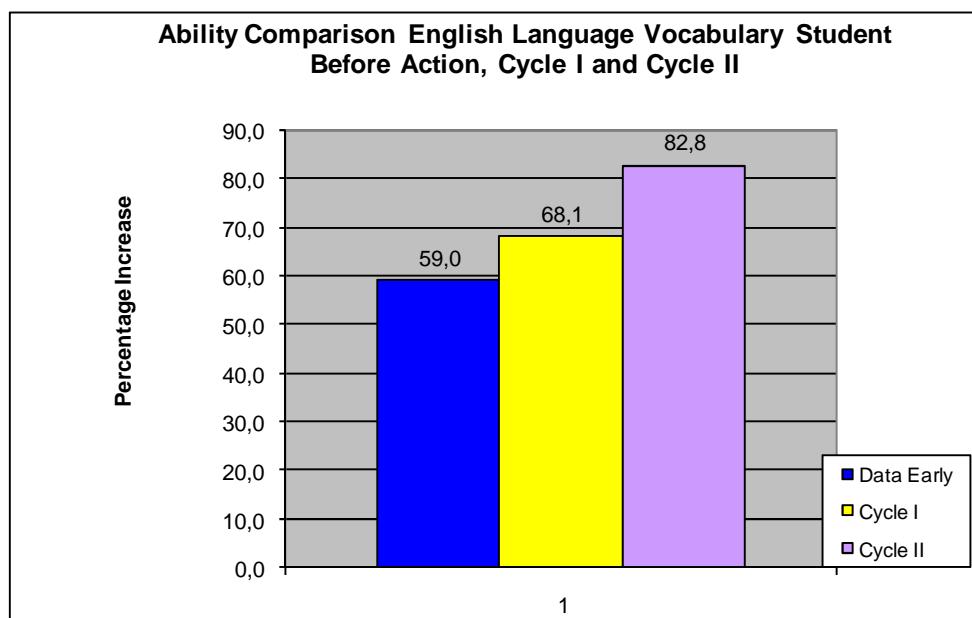


Whereas, the comparison of students vocabulary mastery both in first and second cycle can be seen in following graph :



**PICTURE 5.**

**ABILITY HISTOGRAM CONVERSES ENGLISH LANGUAGE INDIVIDU  
STUDENT BEFORE ACTION, CYCLE I AND CYCLE II**



The increasing of domination of english language vocabulary at cycle II compared to at cycle I indicate that study repair that brought can solve problems faced. That means, study planning that made according to overcome low problems its domination of student vocabulary that happened in class currently. Hereinafter, existence of improvement of student vocabulary domination at english language subject from previous to cycle I and cycle II indicates that by applying strategy semantic mapping can improve vocabulary mastery for the second year students of SMP N 6 District Perhentian Raja.

At before action, domination of english language vocabulary student is obtained the average of percentage 59,0 and at cycle II the level becomes 68,1%. So improvement from data early to cycle I as high as 15%.

$$\frac{59,0 - 68,1}{59,0} \times 100\% = \frac{9,1}{59,0} \times 100\% = 15\%$$

Whereas improvement from cycle I to cycle II level becomes 22%.

$$\frac{68,1 - 82,8}{68,1} \times 100\% = \frac{9,1}{59,0} \times 100\% = 22\%$$

Whereas improvement that happened from data before action to cycle II big as 41%

$$\frac{59,0 - 82,8}{59,0} \times 100\% = \frac{23,8}{59,0} \times 100\% = 41\%$$

Increasing Vocabulary Mastery by using semantic mapping for the second year students of MP N 6 Sub District Perhentian Raja based on researcher's analysis is caused by growing of teacher's ability by applying semantic mapping strategy that improve students vocabulary mastery.

#### **D. Hypothesis Testing**

From research result and discussion above explains that "Increasing vocabulary mastery by using semantic mapping for the second year students of SMP N 6 Sub District Perhentian Raja Kampar Regency" can be accepted.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on analysis result and discussion at chapter IV above, it can be concluded that strategy applying semantic mapping can improve English vocabulary mastery English of the second year students of SMP N 6 Sub District Perhentian Raja Kampar Regency. This successfulness is caused by applying strategy semantic mapping that student get with its that mean student have which are positive change in following study process that given by teacher or in finishing internal issue learns. With condition referred then acceptance level and ability of english language vocabulary mastery level student.

Before conducting action, the percentage of student vocabulary mastery was 59,0%, happened improvement from data before action cycle I as high as 15% at cycle I obtained/got value the average of percentage was 68,1%. Whereas ability english language vocabulary student from cycle I to cycle II also happened improvement as high as 22% at cycle II obtained the average of percentage was 82,8% with high category, become can be known that improvement from data before action to cycle II improvement as high as 41% this condition proves that with strategy semantic mapping can improve ability english language vocabulary the second year students of SMP N 6 Sub District Perhentian Raja Kampar Regency.

**B. Suggestion**

Based on conclusion and discussion of research result above, related to strategy applying semantic mapping that has been executed, researcher raises some suggestions:

1. Student is accustomed to memorize vocabulary mastery to improve his vocabulary mastery.
2. For teacher, in order to use strategy of semantic mapping in teaching interconnected matter because in this research has been proven can improve student's vocabulary mastery.

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